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ABSTRACT

The Multi-District Outreach Projects for Services for Youths with Disabilities include 14 federally funded projects that assist in the adoption of proven models, components of models, or other exemplary practices. The projects are designed to improve secondary education and transition services in areas such as continuing education, self-determination, vocational education and training, supported or competitive employment, leisure and recreation, or other aspects of independent living. The projects are felt to serve a need for dissemination and replication of exemplary practices, as state and local education agencies work to implement federal transition services requirements and school-to-work opportunity requirements. The 14 funded projects are described. Outreach projects newly funded in 1994 focus on a self-determination transition curriculum, transition planning for adolescents with serious emotional disturbance, employability assessment, natural supports in employment, collaboration transition teams, and a collaboration and networking project. Expiring outreach projects addressed statewide transition inservice, a workshop series assisting families to prepare for the transition from school to adult life, various transition programs, and job training and work experience programs. (Contains 13 references.) (JDD)

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Multi-District Outreach Projects--
School-to-Work Transition Initiatives

William Halloran

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OSERS Project Activities

Multi-District Outreach Projects—School-to-Work Transition Initiatives

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Office of Special Education Programs
Office of Special Education and
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U. S. Department of Education

To date the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, has funded 14 projects in the multi-district outreach priority. Eight projects that were funded in 1991 are just expiring, while six new projects are just beginning a three-year funding period.

The Multi-District Outreach Projects for Services for Youths with Disabilities are intended to assist in the adoption of proven models, components of models, or other exemplary practices. These practices must be designed to improve secondary education and transition services in areas such as continuing education, self-determination, vocational education and training, supported or competitive employment, leisure and recreation, or other aspects of independent living.

Projects receiving outreach grants must coordinate their dissemination and replication activities with relevant state and local education agencies, consumer organizations, JTPA service delivery areas, and projects funded under the State Systems for Transition Services for Handicapped Youth Program. The purpose for the coordination is to create a greater awareness of proven practices that have been successful in improving secondary and transition services. Funded projects will have demonstrated that they are state-of-the art and have provided recent, unambiguous evaluation information supporting their effectiveness.

The need for dissemination and replication of exemplary practices is particularly relevant at this time. State and local education agencies are working on implementing the transition services requirements of the Individuals with Disabilities Education Act (IDEA). The IDEA provisions require a statement of needed transition services be included in the individualized education program (IEP) for each student beginning no later than age 16, and at a younger age if determined appropriate, and that the services be updated on an annual basis. Currently, states are striving to provide improved transition services to students with disabilities. Thus, state and local service agencies need information and assistance in accessing the range of available, successful practices, curricula, and products.

William Halloran, Ph.D., Secondary Education & Transitional Services Branch, Office of Special Education Programs, is project officer for the outreach grants.

A second relevant factor for the need for information on successful practices is the emergence of the School-to-Work Opportunities Act of 1994. This Act established a national framework within which all states will create statewide School-to-Work Opportunities systems. It calls for major restructuring and significant systemic changes to facilitate the creation of a universal, high-quality, school-to-work system that will enable all students in the United States to successfully enter the workforce. All students are defined to include individuals with disabilities. The Act contains three major components: school-based learning, work-based learning, and connecting activities. Successful models and practices in the three component areas have been part of the Outreach Projects supported under this program.

Having knowledge of the various projects supported in the area of secondary and transition services over the years gives me the confidence to state that individuals, projects, or programs providing services to youths with disabilities should be at the forefront of leadership in the implemen-

tation of the IDEA provisions as well as the School-to-Work Opportunities Act. It is extremely important for all who have developed unique approaches to improving secondary and transition services for youths with disabilities to share their knowledge, experience, and expertise with others seeking to develop, expand, or improve secondary and transition services for all youth.

Newly Funded Outreach Projects in 1994

The Choicemaker Network

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Model: *ChoiceMaker Self-Determination Transition Curriculum*

Implementation sites: Colorado, Florida, Iowa, South Dakota, and West Virginia

Project Abstract: To date there exists no self-determination transition curriculum utilized consistently within multi-state regions. The ChoiceMaker Network will improve the outlook by establishing and implementing a train-the-trainer model of curriculum development and infusion across multiple states. The project will provide substantial innovative materials and practices during and after the three-year funded period.

The ChoiceMaker Network will integrate self-determination transition assessments, curricula, and methodologies from at least five self-determination transition projects across the country. The model will allow users to match the instructional packages to the unique needs of their students and environments. A menu of self-determination practices and methodologies to supplement existing transition practices will be offered. These will teach critical self-determination skills across priority transition areas. Included are : (a) self-awareness (b) self-advocacy, (c) self-efficacy, (d) decision making, (e) independent performance, (f) self-evaluation, and (g) adjustment.

Implementation sites in Colorado, Florida, Iowa, South Dakota, and West Virginia will be established. In the first year, each site will establish a self-determination implementation team responsible for state site implementation. This team will include state level transition coordinators, school administrators, teachers, students and adults with disabilities, parents, university preservice trainers, and community agency representatives.

Six individuals from each state implementation team will attend a four day train-the trainers implementation and dissemination workshop in Colorado Springs. The implementation sites will remain in constant communication through monthly conference calls. During the second and third years the Network staff will provide on-site training workshops and technical assistance. Throughout the project Network staff and consultants will develop, pilot, revise, and secure additional self-determination curriculum and methodology. The Network staff and implementation teams will coordinate their activities with state and local educational agencies, consumer organizations, and other administrative and advocacy groups.

Transition Planning for Adolescents with Serious Emotional Disturbance: An Outreach Program

Contact: William Bursuck
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Model: *Best Practices in Transition and Community-based Health for Students with Serious Emotional Disabilities (SED)*

Implementation sites: Illinois

Project Abstract: Perhaps no other area of special education currently presents more challenges to school and community personnel than teaching students with serious emotional disturbance. Recently published government documents, follow-up data, and national reports underscore the challenges. Summarized, these findings show that their school drop-out rate is over 40 percent. Upon leaving school nearly one-third of these students are neither working nor receiving training for work, and perhaps as many as 40 percent are likely to have a police record shortly after leaving school. As indicated, students with SED demonstrate specific and persistent problems in the areas of academic, social, vocational, and personal adjustment.

This project proposes to assist other communities to implement a "best practices" approach to transition that was developed over the past few years (Cumblad, Peterson, Quinn, & Epstein, in press; Epstein, et al., 1993). The salient features of the model are as follows. First, community leaders agree on principles of care and a target population, and write a memorandum of agreement. Second, interagency transition teams collaborate in writing and planning transition plans for students with SED. Third, case management occurs whereby case managers expedite the development of a comprehensive transition plan, broker services necessary to meet transition goals, and monitor transition outcomes. Fourth, family members are empowered to contribute to transition plans, to obtain access for needed resources, and to advocate for their child. Fifth, individualized care provides for strength-based assessment, for comprehensive life domain planning, and for services to be unconditional and culturally competent. Sixth, students are prepared to evidence self-determination skills (e.g., self-awareness, personal planning, self-advocacy, problem-solving, self-management). Seventh, school-based transition programming is provided in basic skills, functional skills, learning strategies, tutorial access and vocational instruction.

This outreach transition program is intended to extend this model. In year one, this model transition program will be replicated throughout DuPage County, Illinois. In years two and three, the model will be extended throughout the State of Illinois.

Project OUTREACH (Opportunities Utilizing Teaching Resources with an Educational Assessment and Curriculum Hierarchy)

Contact: Virginia Posey
CASAS (Comprehensive Adult Student Assessment System)
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San Diego, CA 92123
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Model: *Employability Assessment Model*

Implementation sites: Arizona, California, and Idaho

Project abstract: The purpose of Project OUTREACH is to customize, evaluate and disseminate a proven comprehensive employability assessment model and assist secondary students with specific learning disabilities to transition from secondary school to postsecondary environments. Specifically the objectives are to 1) identify the basic skills required to enter specific jobs or job clusters for vocational training and/or employment settings, 2) assess the basic skill needs of students related to specific jobs and training requirements, 3) provide curriculum management strategies for teaching and assessing progress for mastery of these skills, and 4) evaluate the effectiveness, disseminate information and assist educational agencies in three states in implementing the model.

A total of 600 secondary students with specific learning disabilities will participate in the customization of the model, representing eight sites in the states of Arizona, California, and Idaho. A written plan for implementation of the model will be developed for each one of the eight unique sites. The evaluation and dissemination activities will be coordinated with relevant state and federal transition projects for each state.

The model will result in appropriate and successful placements in community-based work settings, vocational education and training, adult and continuing education, postsecondary education and/or employment. Criteria will be established for successful implementation and the effects of the model components for the replication sites will be described, including costs for implementation, needed personnel, staff training required and the sequence of activities needed for implementation of the model.

Developing the Capacity of Systems to Transition Students with Severe Disabilities from School to Work Using Natural Supports Project

Contact: Jo-Ann Sowers
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Model: *Natural Supports in Employment*

Implementation sites: New Hampshire, Maine, and one other Northeastern State

Project abstract: The goals of this project are to replicate, evaluate, and disseminate a model that will enable youths with disabilities to obtain and maintain employment using naturally supported employment approaches. The model has been developed and implemented in one school district in New Hampshire through the New Hampshire Natural Supports Project. The rationale for the model is derived from a recognition of the weaknesses in the current job coach model of supported employment. The components of the model are 1) A Career Planning Process (CPP); 2) job search through networking; 3) school and agency staff function as employment consultants to coworkers of the employee with disabilities, rather than as direct job coaches to the employee; and 4) a focus on assisting employee to develop social connections with co-workers.

The model will be replicated in five school districts and communities in New Hampshire, two in Maine, and one in one other Northeastern state. Model replication will be initiated in New Hampshire year one, in Maine year two, and in the third state year three. One-hundred eighty youths with disabilities will participate in the project and will be placed into jobs using naturally supported employment strategies.

Three Northeast Regional Natural Support Conferences will be conducted by the project to provide replication sites the opportunity to share their activities and case studies of youth with whom they have worked. Youth, families, and employers will also present at these conferences.

Collaborative Transition Teams Outreach Project

Contact: William Sharpton
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Model: *Collaborative Transition Teams*

Implementation sites: Louisiana, Kansas, and Oklahoma

Project abstract: This project promotes the use of a collaborative team model for the design, implementation, and evaluation of transition services for youths with disabilities. The model of collaborative teaming was developed and field tested by the Multi-district Transition Project at the University of New Orleans funded by the U.S. Department of Education. The model uses a structure to assist interagency teams in designing procedures for transition services according to three formats: 1) application to students and consumers, 2) role of various transition teams, and 3) role of participating agencies and organizations. The collaborative transition teams focus on two levels of service delivery: 1) student and consumer outcomes, and 2) systems development and support.

A key component of the model is the participation of families and consumers as equal members of the design team. In each outreach site identified for participation, family outreach programs are included as members of the local and state core teams. Student outcome data are also used as a core component of the evaluation plan for the transition teams' efforts as well as for the overall project.

The project will provide outreach services in three states - Louisiana, Kansas, and Oklahoma. Project staff will provide technical assistance at both the local and state levels. Initial technical assistance will be provided to a local transition team in each state. Following one year of operation using the collaborative model, technical assistance will be provided to each state core transition team to replicate the collaborative model in another site using personnel in the original site to provide peer training and support.

School-to-Work Outreach Project

Contact: David Johnson
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Model: *Collaboration and Networking*

Implementation sites: Nationwide impact

Project abstract: Specific goals include 1) forming collaborative working relationships with parent and consumer organizations, the national network of transition State Systems Change Projects, state School-to-Work Opportunities Planning Teams, Regional Resource Centers (RRCs), and other national groups and organizations, 2) establishing a National Advisory Panel to provide input on identifying proven models and exemplary practices, 3) creating a national outreach model, 4) establishing a comprehensive identification, review, and selection process to ensure that the models, components of models, and exemplary practices are consistent with Part B of IDEA, 5) producing and disseminating written descriptions of proven models, 6) establishing outreach and technical assistance capabilities, and 7) evaluating the outreach activities.

Expiring Outreach Projects

Project TOP– Ohio's Multi-District Inservice Transition Outreach Program

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Model: *Statewide Transition Inservice*

Implementation sites: Ohio

A recent survey conducted by Kent State University and the Ohio Division of Special Education highlighted the impact of Ohio's Multi-District Transition Outreach Project (TOP). This survey was conducted at a statewide special education supervisors meeting on September 30, 1993. It was given to nearly 700 meeting participants. A total of 307 surveys were returned with 277 fully completed.

The statewide survey showed that by the end of year two, TOP had trained nearly 39% of the special education supervisors and coordinators in the Ohio sample. TOP training was found to be significantly correlated with implementation of IDEA transition policy, as well as implementation of other best practices in transition ($p < .01$). While training from all Ohio sources was significantly correlated with implementation of IDEA transition policy, TOP training was the only training significantly correlated with implementation of non-mandated best practices in transition. These include follow-up studies, school/interagency transition teams, parent/student involvement, and employer involvement.

A follow-up survey was conducted in October 1994 to examine changes in Ohio transition practices that had occurred over time. This study should highlight the progress of TOP-trained schools and evaluate TOP's progress in reaching special education supervisors and coordinators statewide. These results should be available by January 1995.

Next Steps Multi-District Outreach Project

Contact: Linda McKelvy
Parent Educational Advocacy Training Center
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
Phone: 703-691-7826

Model: *NEXT STEPS Transition Series*

Implementation site: State of Virginia

The PEATC (Parent Educational Advocacy Training Center) is in the final stage of the three-year grant. The major product outcome of this grant has been NEXT STEPS: The Transition Series. The series includes six workshops to assist families to prepare for a young person's transition from school to adult life in the community. Workshops include:

#1. Making it in the Real World

#2. The Individuals with Disabilities Education Act (IDEA) requires transition planning for all students with disabilities.

#3. Self-Advocacy and Supports: Keys to Independence

#4. Moving On: Life in the Community

#5. Getting Ready: Preparing for Work While in School

#6. Planning Ahead: Future Finances and Supports

Transition Assistance TEAMS consisting of a parent, an educator and an adult service provider were trained in 14 local school divisions. These TEAMS offered 61 transition workshops to over 1350 parents, students, and professionals. In addition, the TEAMS reported providing direct service, of some kind to 187 students and 298 families. Direct services included such activities as assistance in getting SSI, transportation and assistance for vocational evaluations, providing support for students to attend a transition conference, a work study experience, "possibilities tour" of services in the community, advocacy in assisting students to conduct their own IEP/ITP meetings, etc.

Workshop evaluations from students, parents and professionals were overwhelmingly positive, with the resounding theme that more training is needed!

Replication of the Marriott Foundation's "BRIDGES" Transition Model

Contact: Nancy Carolan
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Washington, DC 20058
Phone: 301-380-8403

Model: *Bridges...from School-To-Work Transition Program*

Implementation sites: Montgomery County, MD, Washington, DC, Los Angeles, San Francisco, San Mateo County, CA, and Chicago, IL

The Marriott Foundation for People with Disabilities was established 1989 by the family of J. Willard Marriott, founder of Marriott Corporation. The Foundation's mission is to foster the employment of young people with disabilities. To achieve this mission, the Foundation developed and operates a transition program, "Bridges...from school-to-work."

The Bridges program has two important purposes: providing students with job training and work experience that

enhance employment potential, and helping local employers gain access to an often overlooked source of employees. Bridges gives students with disabilities the opportunity to learn, grow and succeed through a program that involves employers, schools, students and their parents.

In its first year of operation the Bridges model had clearly demonstrated its effectiveness. Of the 157 students who entered the program, 138 were placed in competitively paid internship positions. Of those who completed the internships 79% gained permanent competitive employment. Many of the remaining 21% turned down employment offers and elected to return to school or pursue other interests. The entry-level jobs held by Bridges youth represent a broad spectrum of occupations and reflect current labor market needs in each geographic site. A substantial number of the positions hold potential for career advancement.

To date, Bridges has placed over 1300 students with over 80 employers in six locations.

Project ACTT (Arizona Community Transition Teams)

Contact: Laura Love or Gay McLaughlin
Arizona Department of Education
Special Education Section
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Phoenix, AZ 85007
Phone: 602-542-4831

Model: *Community Transition Teams*

Implementation sites: Arizona

Over the past three years, the Arizona Department of Education's Special Education Section has facilitated the implementation of 17 community and regional transition teams, encompassing over 40 school districts. Using the Community Transition Team Model developed at the University of Oregon, local community/regional stakeholders were identified and teams were developed in predominantly rural and/or Native American communities. A needs assessment was administered during the team's first year. Program goals and objectives were identified, tasks and timelines were developed, and projects implemented. At the end of each year teams evaluated the progress toward the accomplishment of their selected goals and identified a plan for the next year.

Semi-annual Leadership Institutes have been held allowing networking among representatives of the teams. Assorted training and information sessions have been offered during these Leadership Institutes.

A lending resource library of printed materials and videotapes was developed during the first year of the project and expanded during each subsequent year. This library is available for all requesters.

For the 1994-1995 school year, a new component has been added to the team structure. Four teams have been targeted to affect change for two or more young adults, aged 14 to 26, who are eligible for services as both deaf and blind. This is the first time a specific category of students has been selected for consideration.

Program staff feel that Project ACTT has been a tremendous success. The Arizona Department of Education has agreed to continue to fund support for team activities. Two additional teams have been selected to begin team activities since the close of the federal grant. Development of more teams is planned as the resources become available and the need becomes evident. Semi-annual statewide networking activities will be continued for teams.

Transition Project: Multi-District Outreach

Contact: William Sharpton
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Special Education & Habilitative Services
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Model: *Interagency Model of Transition Services*

Implementation sites: Louisiana

Because of the increasing numbers of students with severe disabilities exiting our nation's public schools yearly, a critical need exists for quality transition services to provide for lifestyle options in the least restrictive setting. The project recognizes this need through the development of an interagency model of transition services throughout the State of Louisiana in five local education agencies. The project is designed as a cooperative effort between the University of New Orleans, the Louisiana Department of Education, and Louisiana Rehabilitation Services.

The project provides technical assistance to local interagency teams funded by the two cooperating agencies. Project activities will assist local and state agencies in the systematic implementation of model components in order to ensure that effective transition services are delivered to individuals with severe disabilities, ages 16-22. It is anticipated that at least 90 students will benefit from project activities, including 30 students who will exit from schools during the grant period.

The model is designed to be individualized to meet the presenting needs of urban, suburban, and rural areas. This feature, in addition to the fact that state interagency leadership will cooperate in the implementation of the project, ensures that a model of service delivery is developed that can be implemented statewide via IDEA.

The project is designed to include innovative components that represent a new form of service delivery in Louisiana. These include transition services beyond employment considerations, delivery of services on a vocational technical school campus, and collaborative teaming among agencies to ensure that continuous support is provided throughout the transition years.

Multi-District Outreach of Transition Model for Secondary Students with Moderate and Severe Disabilities

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Model: *Project SETS (Supported Employment Transitional Services)*

Implementation sites: Georgia

This project provides technical assistance and information sharing activities concerning the organization, procedures, and techniques for secondary education and transition services for students with moderate and severe disabilities, originally demonstrated in Project SETS. The original demonstration was in four Georgia counties. This project provides sustained technical assistance in seven counties in regions around the State and provides structured activities for information sharing and assistance to non-participating counties.

The model for outreach 1) assists in LEA restructuring of the secondary curriculum to focus on community-based vocational instruction and developing work training resumes resulting in job training sites established in the local business community, 2) establishes three levels of interagency transition committees, 3) establishes transition classes for students one year prior to graduation, 4) establishes cooperative transition services and procedures among school and adult service agencies, 5) trains staffs in instruction, data collection, supervision, job coaching, and development of workplace interactions, 6) assists parents in participating in transition planning and decision making, and 7) provides for interactions among individuals with and without disabilities.

The project is a collaborative response by the state Division for Programs for Exceptional Students, Division of Rehabilitation Services, Division of Mental Retardation, Mental Illness and Substance Abuse, and local education agencies (LEAs) to the need for expanded and viable transition programming in Georgia. Expected results of this outreach project include 1) models of secondary education and transition will be in place in all regions of Georgia, 2) students, families, and interagency staffs will be trained in those counties receiving sustained technical assistance, 3) assistance will have been provided to other counties requesting such assistance, and 4) formalized structures will be in place at the state, county, and LEA levels to assure the ongoing viability of transition services in Georgia.

Building Culturally Relevant Community-Based Curricula in Michigan

Contact: Sharon Field
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Model: *Life-Centered Career Education (LCCE)*

Implementation sites: Michigan

The Developmental Disabilities Institute, a University Affiliated Program at Wayne State University, is collaborating with the Kent Intermediate School District and Wayne County Regional Educational Service Agency and eight local school districts in Kent and Wayne counties to adapt and implement LCCE. Teams of teachers from Grand Rapids, Lowell, Rockford, Wyoming, Dearborn, Inkster, River Rouge and Wyandotte are working to improve outcomes of school graduates with disabilities.

With technical assistance and training coordinated by Institute staff, participating district's teams are incorporating the LCCE framework, lesson plans and assessments into several middle and high school programs. Project activities emphasize the following: 1) supporting students' self-determination, 2) adapting the curriculum approach for the culturally diverse groups of the school districts served, 3) effectively using community-based instruction, 4) enhancing interagency collaboration, 5) developing both internal and external support networks for curriculum development and revision, 6) involving family members in planning the transition process, and 7) disseminating information about the project elsewhere in Michigan and throughout the nation.

Among the most widely used functional curricula, Life Centered Career Education, developed by Donn Brolin, University of Missouri, includes 22 competency areas in the categories of Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation.

A major focus of this outreach project is to modify LCCE as needed to ensure successful community-based and culturally relevant experiences for students with disabilities. This requires sensitizing both the curriculum and the people using it to the cultural, ethnic, religious, and racial diversity represented in each school district.

Career Ladders Program: A Replication Project for Multi-District Outreach

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Model: *Career Ladders Program (CLP)*

Implementation sites: Delaware, North Carolina, Virginia, Kansas, California, and Washington

The original Career Ladder Program was funded as an OSERS three-year model demonstration grant (1987-1990). The exemplary success rate (92% employed or in postsecondary education) of that project has resulted in its permanent adoption by a partnership between the San Francisco Unified School District and the California State Department of Rehabilitation.

The CLP components include 1) supervised work experiences where, at each school site, interns (special needs high school seniors) go to a real work setting four days a week, three hours a day, and receive systematic instruction on job and job-related tasks, 2) weekly Employment Skills Workshop where a curriculum to increase and improve attendance, social skills, job-keeping skills, job skills, and job search skills is taught/melded with a peer counseling program that enables the interns to master the emotional as well as behavioral challenges of transition, and 3) a highly developed, comprehensive approach to ongoing services beyond graduation, that are effectively coordinated with state vocational rehabilitation services.

Since every school district has its own culture and approach to change, CLP trainers have worked hard to refine the two-day training that has become the CLP centerpiece, and to convey the principles of the program, so that districts in replication can adapt it to their special circumstances and have full ownership of the results. For example, in the Seattle School District, CLP is embedded in the Belief Academy, a program for inner-city youths with learning and emotional disabilities. In Renton, Washington, it is folded into their existing Food Services Program. In Berkeley, California, the Employment Skills Workshop has been blended with an ethnic studies program, and this and the program in San Francisco have experimented with service to younger students. In Delaware, CLP will be involved in a plan to set up a series of regional transition centers around the state, whose purpose will be to deliver CLP-style adult services. One of the greatest achievements is that in at least four of six districts replicating the model in Washington, the program is a Vocational Education Program that services special needs students, as opposed to the more segregated approach of it being a special education "owned and operated" program.

The most challenging aspect of the CLP model is the ongoing availability of transition services or connecting activities that help students succeed and

avoid "falling into cracks" as they exit high school. Though these connecting activities are mandated by the School-to-Work Opportunities Act, few examples exist of how they might work.

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Tri-Talk Discussion Group on the Internet

The Transition Research Institute has established "tri-talk," an electronic discussion group on the Internet that allows communication among Institute staff, project directors, and others interested in transition. If you would like to join this transition network and be "online" to exchange ideas and information, please contact the Institute.

Conferences and Workshops

Evaluation Technical Assistance Workshops

The Transition Research Institute will host an Evaluation Technical Assistance Workshop on February 23, 1995, at the Institute. This workshop will focus on the evaluability assessment model as a way for new projects to determine project evaluation and planning needs. Information will be forthcoming to all current project directors.

In conjunction with the Annual Project Directors' Meeting, the Institute will sponsor an Evaluation Technical Assistance Workshop on Wednesday, June 7, 1995, Key Bridge Marriott Hotel, Arlington, VA. Michael Patton, noted evaluator, will be presenting on utilization-focused evaluation. Information on workshop registration will be forthcoming with Annual Meeting registration material.

Transition Research Institute's 10th Annual Project Directors' Meeting

The 10th Annual Project Directors' Meeting is planned for June 8-9, 1995, Key Bridge Marriott Hotel, Arlington, VA. Please mark your calendars. Details and agenda will be sent to all project directors and invited guests in January, 1995.

Graduate Student Training Opportunities

Interdisciplinary Transition Doctoral Training Program

Advanced graduate training with assistantships that provide experiences in research, evaluation, and technical assistance are available. A special emphasis is placed on recruitment of minority students for these positions.

For more information on the Institute's support activities, in particular, graduate training at the University of Illinois, contact:

Dr. Frank R. Rusch or
Dr. Paula D. Kohler
Transition Research Institute at Illinois
College of Education
University of Illinois at Urbana-Champaign
113 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
(217) 333-2325

Rehabilitation Counseling

The Division of Rehabilitation Education Services at the University of Illinois is seeking applicants for Masters level graduate training in rehabilitation counseling, with program emphases available in either supported employment or transition services. Graduates are eligible to sit for the CRC Exam. Assistantships and traineeships are available for qualified applicants. Individuals from diverse cultural backgrounds and individuals with disabilities are encouraged to apply.

For more information, contact:

Dr. John S. Trach
Division of Rehabilitation Education Services
1207 South Oak Street
Champaign, IL 61820
(217) 333-4622 (Voice)
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